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Race Human Relations Program

1979 san diego city schools

SDCS

COMMUNITY RELATIONS DIVISION OFFICE OF URBAN AFFAIRS Vol. 1, No. 1, Feb/Mar 1979

A MESSAGE FROM THE ASSISTANT SUPERINTENDENT, COMMUNITY RELATIONS DIVISION

Many of us were greatly concerned when we first learned that the integration program was to be monitored by an organization appointed by the Court. Much of what we have read about such arrangements in other cities has been extremely negative.

We in San Diego have a unique opportunity to avoid what has happened in those cities. We are fortunate in that Chief of Police William Kolender was selected to head the Integration Task Force. Chief Kolender possesses a keen understanding of the delicate balance that must be maintained in providing for an objective observation process that is effective, yet sensitive, to the concerns of those being observed.

Chief Kolender's statement to monitors gives a good picture of what we can expect as we work with this important group:

"When we speak of the role of a monitor we are referring to the characteristics and expected behaviors of an individual charged with a certain task. In our case, the task is to be a monitor as defined above - that is, we are to check and scrutinize systematically with a view to collect certain specified categories of data.

In our role of monitors, then, Judge Welsh has stated that,

'Monitors should be encouraged to develop harmonious relations with school administrators.'

'Monitors should be instructed to make fair evaluations, neither to find fault where none exists nor to ignore significant deficiences.'

This calls for a certain degree of objectivity so that our observations are conveyed with clarity and without being clouded by our emotions. Additionally I believe that a great deal of sensitivity is demanded of us - sensitivity to the efforts being made by each school's staff, sensitivity to the feelings of the principal, teachers and others involved in the integration effort at school, and sensitivity to the constraints which each school encounters on a day to day basis which often get in the way of making the plan work. This does not mean that we excuse, but we don't judge, we only report what we observe.

As a monitor our role calls for us to maintain independence and neutrality while avoiding any adversary stance.

Thus it appears that our task as monitors is to be responsible for fact-finding, information gathering, observation, and reporting."

All staff members will have the opportunity to meet the monitor(s) assigned to their school. It is urged that each of you review, very carefully, the guidelines developed by the Court and the district for working with the monitors. Questions relating to the monitoring program should be directed to your site administrator or the Community Relations Division.

EDWARD S. FLETCHER

A MESSAGE FROM DR. YVONNE JOHNSON, DIRECTOR OF URBAN AFFAIRS

Across the district, exciting and positive activities are occuring in support of integration as a part of the race/human relations program.

San Diego Unified is acknowledged nationally for the success to date of the voluntary integration program. The district Race/Human Relations Program is one avenue for building positive intergroup relationships in desegregated schools.

Supported by the district race/human relations team of facilitators, the site programs emphasize integration. In activities which maintain the distinctive identity of each ethnic group, acceptance and respect for differences among persons and groups are used as opportunities for learning and growth.

Examples of the type of experiences occuring daily throughout the district are illustrated in photographs from individual programs currently in display cases adjacent to the Education Center Auditorium. (Continued on Page 6)

Involvement Districtwide

MORSE HIGH SCHOOL

Motivation, self-esteem and excellence are recurring themes of the race/human relations program at Morse High School. In a program coordinated by principal George Frey, motivational assemblies to promote the concept of excellence are held bi-monthly for all students. Programs are scheduled at times that will allow every student in the school to participate.

Based on planning which began last year, the assemblies provide a variety of speakers from various disciplines to talk to students, giving them the personal touch plus concrete examples of practical approaches to excellence, self-fulfillment, and vocational success.

For example, on February 23, 1979, the third program in the series, students heard from leaders in the community. What did they hear? That each individual has a responsibility for determining personal short and long term goals; that people need to concentrate on what they can do, go after the things they like to do, and prepare for a variety of fields through formal training and vocational experience.

Cases in point were the speakers themselves.

Louise Foster, XHRM 92*5 disk jockey, related her personal background, formal training and the variety of jobs she held to reach her goal.

Mr. Fred Norfleet, Channel 10 Public Affairs Director, told students, "It's practical to do as much with your life as I've done with mine. I'm a graduate of Morse, I lived in the neighborhood, and I know."

Don Good, a professional football player, gave an inspirational account of how he grew up and entered professional sports in spite of all the odds. He directed students to set obtainable goals, every step of the way. "Get good grades, stay in school, work for scholarships - one step at a time, go for little increments of success that you can accomplish at the time".

Esther Wells, Administrator, Construction Opportunities Program, and a graduate of Lincoln High School, reminded students that nontraditional areas of employment were open. From a family of girls, Ms. Wells began as a plasterer and rose to her present position "The opportunities are there," she said, "Make them work for you."

Lloyd Douglas of the Urban League told students of his personal experiences, and reminded them; "Take advantage of all the expertise here at Morse."

Clayton Brace, General Manager of Channel 10 started in broadcasting at age 17 as a custodian in a radio station, but never lost site of his goal. He told students "This is the era of the specialist - find your area of expertise. For every person in front of the camera, there are 9 or 10 behind - look at the variety of jobs available."

To conclude the assembly, "Star Awards" were given to students who made those 'one step at a time, short range goals' of perfect punctuality, perfect attendance and representing Morse at conferences.

CHILDREN SHOULD BE SEEN AND HEARD

On a recent tour of Magnet Schools visitors were enchanted at the interaction between youngsters enrolled in the Intercultural Language Magnet program at Horton. For example, in a kindergarten class a group of children were building a house of blocks. A little blond boy turned to his black classmate and said, "Open door su casa". The other child responded with a beaming smile and a big hug and announced, "You're my best pal!"

STUDENTS AT KEILLER ELEMENTARY DISCOVER THAT TEAMWORK IS AN EFFECTIVE APPROACH TO DECISION MAKING AS THEY PARTICIPATE IN A LESSON LED BY DISTRICT FACILITATOR, JOAN BECKLEY.

Involvement Districtwide

Teacher-Initiated and Site-Initiated Projects to Support Integration are innovative programs at individual sites, designed by site personnel to support programs outlined in the San Diego Plan for Racial Integration. To qualify for selection and implementation, site administrators and/or teachers submit their plans to Community Relations Division, where they are reviewed by a district reviewing team. Plans selected must support integration and provide a quality education designed to develop individual student talent and to promote interpersonal/intergroup understanding. In all, 24 projects have been funded.

BROOKLYN/BIRD ROCK- SIPI

Involvement is a key word in the site-initiated project for integration implemented by Brooklyn and Bird Rock Elementary schools. "Involvement" includes students, staff, parents and community.

Acceptance and respect for cultural differences are emphasized, and visits between schools provide constant opportunities for integration. A recent highlight was the Multicultural Craft faire, organized by Bird Rock parent volunteers for 200 students from both schools.

It was an exciting, creative morning, as students selected crafts they wanted to make from Africa, Greece, Israel, Japan, Mexico and Native American Indian origin.

Staff commitment to the project is a major strength. Combined staff members from both schools have met on a regular basis to plan the program and to participate in inservice programs related to student activities. The initial planning sessions also included Art, Music, Social Studies, ESAA and Community Relations Division district resource teachers.

One highlight of the combined student exchange has been the study of historical buildings in the San Diego area. The La Jolla Historical Society, the Save Our Heritage Organization, and a historical group in the Golden Hills area have worked closely with principals Conrad Wagner and Dick Camacho and teachers, Harold Munzer and Bill Dishon, to provide services and activities. Students have studied historical buildings in both areas and have exchanged their research findings via project conference phone. Recently, students journeyed to San Diego State University to tour KPBS station and to view slides of Victorian homes. Central Federal Savings has donated calendars illustrated with photographs of Victorian homes for student use. Docents and staff from the Museum of Man have also provided assistance.

For the exchange visits at each school, teachers inservice and planning sets the stage for pre and post classroom activities. Puppets were made by students after viewing the "Puppets Please" show at Bird Rock. A lecture demonstration by the San Diego Ballet cast of the "Nutcracker Suite", was followed by students practicing ballet activities together on the school playground.

Exchange activities at Brooklyn have included an "Ethnic Cook In", with Brooklyn parents and students assisting their Bird Rock visitors in the art of making tamales; shared activities in music and art; and a Valentine's Day observance. A Cinco de Mayo celebration, "Olympic" games, and Dance Festivals will round out the full and exciting program.

TEAMWORK IS AN ACTIVE VERB AS IT IS USED IN THE BROOKLYN/BIRD ROCK SITE-INITIATED PROJECT TO SUPPORT INTEGRATION.
THIS SENIOR CITIZEN AND HIS PARTNER ARE MAKING A "GOD'S EYE" AT THE MULTICULTURAL CRAFT FAIRE. (above)

Involvement Districtwide

MADISON HIGH SCHOOL - SIPI

At Madison High School, a site-initiated project to support integration utilizes videotapes to communicate the integration message to students and staff at Madison and at other sites throughout the district.

Videotapes are produced by the Occupational Electronics Communication class and the Television Production program, taught by Jack Pierce. Students Greg Kay, executive director, and cinematographer Tim Hall head the "Student Involvement Documentary Committee" which is currently producing a documentary of race/human relations and multicultural activities.

The project is four-pronged, with emphasis on 1) ethnic activities, 2) articulation and orientation information for new students, 3) school activities, and 4) coverage of magnet school programs.

A major strength of this S.I.P.I., is the way in which it supports the site race/human relations program. Ethnic tapes highlight the ethnic displays regularly scheduled in the school library. Classroom presentations taped to date include students, David Gould, a senior from UCSD and Marjorie Lupson, a senior at Madison sharing insights of their Native American heritage in interview and through poetry and song. In a related experience, media technician, Carolyn Love, teacher assistant Peter Oliver and students, Brian Coulter and Tom Snyder video-taped Indian dances in Palm Springs.

Articulation video tapes for orientation to Madison High have been made for use by counselors with Junior High students. Special student activities are taped, as is the daily bulletin, which is broadcast each morning at 9:30 a.m. as the "Madison Morning News".

The fourth prong of the project is the video taping of magnet programs. Students involved in the project have viewed the slide tape "Voluntary Integration, Better Education by Choice" and visited the magnets at Morse High, Wright Brothers Career High, and Gompers Junior High to see the programs in action. Planning sessions for taping at these magnets are being held and will be followed by the actual taping and editing process.

Through the educational cablecasting service provided by San Diego County Education Center, San Diego City Schools Channel and the County EBS Channel, every school in the county will have access to video tapes produced as a part of this project. Community Video Center, Public Access Television, will broadcast programs on Mission Cable Channel 24 and Southwestern Cable Channel 16 on the "Student Showcase", Wednesdays at 1:00 p.m., Fridays at 5:30 p.m. and Sundays at 3:00 p.m. Announcements regarding specific dates for release of the completed programs will be forthcoming.

As Greg Kay says, "Working on this project eases tensions between races. The more kids can get involved, the better they will be integrated, not just desegregated. To be integrated means to be involved in everything".

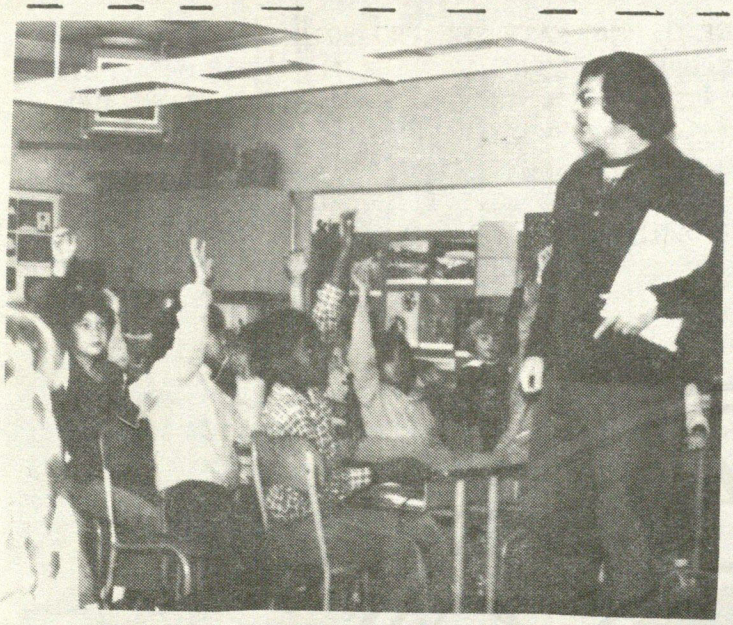
FULTON - SIPI

One of the exciting developments in support of district integration is the interaction occuring between programs. As the articles in this newsletter indicate, many activities and support systems are interwoven into site race/human relations plans to provide a full and comprehensive program for staff, students and parents.

For example, the site-initiated plan to support integration at Fulton Elementary school has involved a number of schools; Beale, Green, Grant and Sunset View, in integrated experiences.

Each participating school takes a group of students to Fulton for integrated experiences in art, a math lab, astronomy and guidance oriented activities. The children meet for a total group activity, then are divided into three groups for the art, math, science or guidance experience. Groups come together for closure at the end of the morning. Beale Elementary students were the first to visit Fulton for four Thursday sessions. Students participated in a sing along assembly and a presentation by Morrie Turner, cartoonist, in addition to the small group interaction. Fulton staff enlists community aides, district counselor, Merrillyn Rohan, and facilitators to assist in these programs.

LOOK FOR: THE APRIL ISSUE WILL FEATURE THE TIPI PROJECTS AT WILSON AND DANA JUNIOR HIGH AND SIPI PROJECTS AT CRAWFORD HIGH, AND OAK PARK/HORTON ELEMENTARY SCHOOLS.



DISTRICT FACILITATOR BOB STEIN LEADS STUDENTS FROM LEE ELEMENTARY SCHOOL IN A VALUES IDENTIFICATION STUDY AS PART OF THEIR RACE/HUMAN RELATIONS PROGRAM.

COORDINATING INTEGRATED PROGRAMS

In an effort to provide students with a variety of integrated experiences, the site committee at Grant Elementary school planned student exchanges with Washington, Florence and Fulton Elementary schools as a part of their race/human relations program.

A total group activity led by facilitator Almetta Johnson opened the first student exchange between Fulton and Grant. Initially, Ms. Johnson reports, some students seemed reluctant to participate, but after sharing group activities in values identification and exploring ideas they had in common and those in which they differed, students were really "together".

For a culminating activity, students and staff members were directed to select at least one person and share something positive they had learned about that person. After writing down the positive comments, they drew body outlines on butcher paper of the person they had selected. One student summed up the morning by choosing a child he had just met with the comment, "I like you because you are cooperative".

It just happens, Ms. Johnson reports, that the child described as cooperative was one who had initially been reluctant to participate. Attitudes, ideas and relationships do change for the best when cooperation is the keynote districtwide.

SCRIPPS/STOCKTON TEACHER EXCHANGE

Scripps and Stockton Elementary schools have developed a teacher exchange program which involves teachers from both schools. Combined staff are studying methodology and processes for working with VEEP (Voluntary Ethnic Enrollment Program) students. The inservice sessions explore learning styles, motivation, and other areas related to the black perspective which will enable teachers to work more effectively with students from diverse ethnic backgrounds.

Throughout the month of March, following joint planning and orientation sessions, teachers involved in the program will bring their classes together for exchange activities.

STOCKTON/DECATUR STUDENT EXCHANGE

Stockton is also involved in student exchange activities with Decatur Elementary school. Cross visitations involving 120 primary and intermediate students per visit are held on a regular basis. Each visit includes race/human relations activities, values focus and integrated play.

The integrated play situations were requested by the students involved, and one obvious and positive outcome has been the forming of friendships which cross both school and racial lines.

The values focus lessons are being coordinated cooperatively by teachers working with race/human relations facilitators Roger Taylor, Paul Asbury, Mark Romero, and Community Aide, Barbara Eddington. The interaction between students from both schools is heightened by the fact that the students are moving both ways - visiting Decatur in La Jolla as well as Stockton, in Southeast San Diego. Positive parent reactions to visitations have led to the request from parents for combined parent activities at both schools.

Another positive offshoot of the program has been the warm reception to New Games. Stereotypes are broken down as groups of children join adults in play and see adults playing. The resulting warmth and good feeling is contagious. Throughout the district, students, staff and parents are discovering through shared experiences that together <u>is</u> better.

COLLIER JUNIOR HIGH SCHOOL

"Communication" is the message coming through loud and clear at Collier Junior High school. Communication between students/students, students/staff; students/staff/parents, between all ethnic groups at all ages---that is a major thrust of the Collier site race/human relations program.

There are various ways to achieve communication. Those that work well at Collier include a strong student and staff relationship which is achieved on a day to day basis, sparked by special events, and an equally strong program that includes developing values and multicultural, multiracial awareness.

The "extended lunch" period, scheduled five days this year, has had rousing success. Spearheaded by Dr. Richard Kirk, Vice Principal, and Ginger Anderson, ESAA Community Aide, the program includes active involvement for everyone at school. Future programs will include "New Games", introduced by facilitator Nick King.

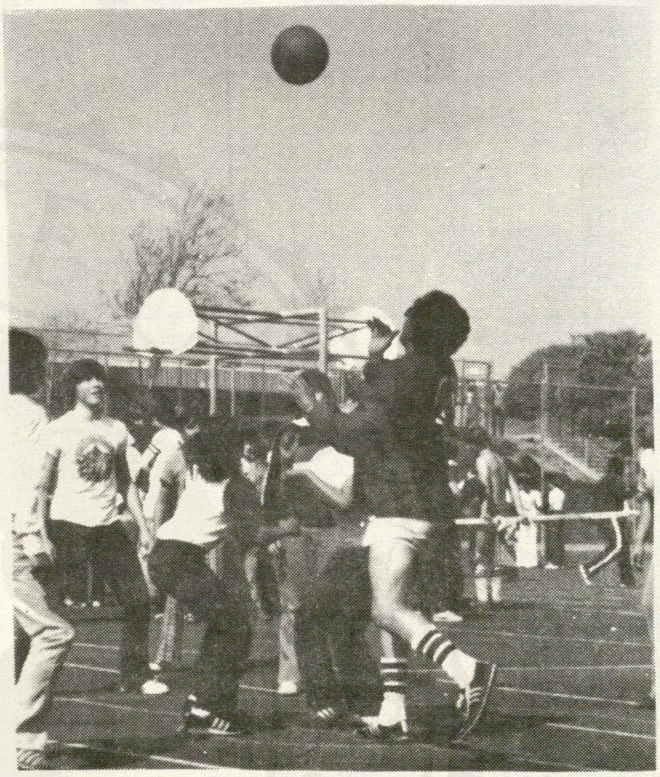
Judging from the audience response, another highlight of the year's program was the assembly presented by the superb Lincoln High school stage band to a delighted Collier audience.

"The Communicators", a Teacher-Initiated Project, was offered by teacher, Doris Reed. The course of study addressed problems of racial discrimination, women's liberation, and human rights. Class reports on an ethnic heritage survey taken of the student body to assess student perceptions indicated that students were more racially aware than in previous years.

Emergency School Aid Act facilitator, Patricia Hixson, working with Maruda Gardner, Vice Principal, gave a series of six workshops dealing with communications for ESAA and ASB student leaders from every ethnic group on campus who will in turn, share their experiences with other students.

Keys to success? Principal J.O. Brixey points to student involvement and the positive effects of staff communication and cooperation. Dr. Kirk feels that accessibility to administrative staff on campus is essential. Positive relationships have evolved because of openness and a willingness of all involved to work together.

In emphasizing the need for respect and acceptance for every person and every group, ONE OF THE MAIN SELLING POINTS FOR THE EXTENDED DAY LUNCH WAS THE PROMISE OF FACULTY PARTICIPATION IN SPORTS EVENTS. STAFF AND STUDENT TEAMS IN BASKETBALL, RACQUET BALL, VOLLEYBALL, TENNIS AND RELAY RACES COMPETED FOR PRIZES IN ACTIVITIES PLANNED BY AN ASB STUDENT/STAFF COMMITTEE. (below)



Dr. Kirk says, "You have to present the total package; represent every group, and show the relationships between people. When you can be real with each other, communication happens."

A MESSAGE FROM DR. YVONNE JOHNSON, DIRECTOR OF URBAN AFFAIRS (cont'd from Page 1)

Included are central office workshops with members of the Management Staff and Board of Education, staff development activities and student experiences. Schools represented in the display are: Beale, Fulton, Horton, Keiller, Oak Park and Scripps Elementary; Dana, Horace Mann, and Pacific Beach Junior High and Crawford, Patrick Henry, Kearny, Madison and Point Loma Senior High schools. We invite you to view the exhibit which will be on display throughout the month of March.

All ideas and news for the Race/Human Relations Newsletter should be forwarded to Tommie Lenox, Room 2233, Education Center, 293-8300.